Adapting to Covid-19, incorporating Universal Design into a first year assessment

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Challenge of Covid-19

Content + Engagement + Student Experience

Team work

Understanding

Application

Network
Which Module for Redesign?

Chemistry & Chemical Hazards

*Students didn’t understand why!*

Poor integration with the Enquiry Based Learning (EBL) Module

Perception that chemistry is very difficult
Aim of the Redesign

Flexible inclusive assessment structure

Engagement with fundamental theory

Opportunity for collaboration
Multiple Means of Engagement

➢ Short Group activity via channels on MS Teams
➢ Videos & other resources
➢ Opportunity to track progress by self assessment
Multiple Means of Representation

➢ Deliberate integration to support the EBL module
➢ Set the context for chemical theories
➢ Case studies
➢ Built on existing knowledge

Universal Design for Learning (UDL) by CAST www.cast.org
Multiple Means of Action & Expression (1)

- Collaborative approach to redesign of continuous assessment (20%)
  - Skeleton outline
  - Polled students on group/individual assessment
  - Collaborative space using Class notebook
  - Roadmap – brainstorming, learning gaps and action plan templates
  - Choice of 10 topics
  - 4 options of media types for submission
  - Detailed marking rubric for each option
Redesign of Continuous Assessment

Week 1
Refine outline
Poll-individual/group

Week 2
Meet group on Teams
Choose Topic

Week 3
Work on templates in class notebook & Teams

Week 4
Draft assignment

Week 5
Submission of assignment & reflection to Moodle

Notify lecturer of topic and media type
Templates reviewed by lecturer
Reviewed by lecturer to track progress
Completed template on class notebook
Multiple Means of Action & Expression (2)

➢ Submissions shared as a resource
➢ Feedback via individual reflection logs
➢ Encouraged students to set learning goals
  ➢ Interactive workshop on planning for the final assessment/exam
  ➢ Individual study plans
What have I learned?

➢ More focused on my audience
➢ Importance of stimulating interest & installing students in the process
➢ Options for both learning & expression
➢ Peer engagement enhances motivation & deeper learning
➢ Providing opportunities for self assessment
Feedback from Students

I learned not to leave it till the last minute

It gave me a chance to get to know some of my class

Next time I will be more confident and get stuck into the work as soon as possible

I started enjoying chemistry because I did a lot of research, and this made it easier for me to understand

It was nice to have fun with the group

I learned to express my concerns in a group and actually get listened to and it has helped my confidence in speaking up

I feel more confident in tackling the chemistry topics in a group

I thought it was difficult to talk to new people online